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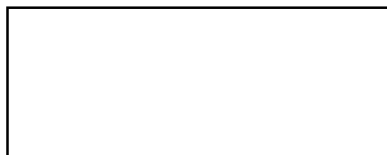
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17 July 1961

MEMORANDUM FOR: Director of Training
THROUGH : Chief, Intelligence School *BB*
FROM : Chief, Management Training Faculty
SUBJECT : Seminar in Management Practices, 11-17 June 1961;
Analysis of Critiques

1. As of now, critiques have been received from twenty-six members of the Seminar in Management Practices (SMP). Four persons are yet to be heard from; however, informal indications are to the effect that these critiques will not alter the consensus reported below.
2. We purposely did not request answers to specific questions in the critiques, feeling that to give the students free rein would result in a more individual and realistic appraisals of the course. The resulting narrative replies, while more difficult to analyze statistically, provide open and unguided reactions of considerable interest.
3. We suggest that readers of this analysis may be interested in sampling some, or all, of the critiques themselves (attached).



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~~SECRET~~I. General

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A. Based upon analysis of the attached critiques, we feel that the response to SMP was even more favorable than the Management Training Faculty had anticipated. The twenty-six available critiques reflect overall approval of the Seminar and only two appear to be in the "lukewarm" category. By and large, the Seminar was enthusiastically received, and more than eighty percent of the critiques were laudatory. Individual comments, such as "a most valuable training exercise"; "the best management course I've ever taken"; "stimulating and thought-provoking"; and "one of the most productive weeks I've spent in CIA" were not uncommon. The two "lukewarm" responses considered the Seminar worthwhile overall but criticized specific aspects.

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B. The reaction to [] both as an individual and as an instructor, was most favorable. His personality, ability, and effectiveness were the subject of specific mention in twenty-one of the critiques. A lone dissenter felt that a leader "with a less dominating personality" might have been preferable.

C. In general, the critiques reflect thoughtful and studied preparation, and a number of them contain a penetrating analysis of the Seminar. There was no observable pattern, or singularity, in the critiques received from any given component.

II. The Course

A. The consensus strongly favored the one-week course, feeling that the timing was such as to make a second week anticlimactic. Six critiques suggested that a second week would be beneficial, but thought it should be held after a month's interval. Twelve replies specifically noted the importance of holding the Seminar outside Washington; however, we believe that there was unanimous agreement on this point.

B. The makeup of the course was referred to specifically in ten of the critiques. Each noted with approval the breakdown between lecture and case-study time and none suggested that a purely lecture, or wholly case-study program, would be more effective. The use of more Agency-oriented cases was advocated in seven instances; however, several critiques were just as convincingly against the use of such cases. Probably the most well-received single case was [] 25X1A6A [] which was based upon an actual [] situation with which 25X1 one or two members of the Seminar were personally familiar. One objection noted to this type of case, as well as to cases based on Agency situations, was that personal knowledge of the facts by one or more students tended to divert the discussion from managerial concepts to personalities.

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C. A few critiques suggested the use of more case discussions, but not at a sacrifice of lecture time; these suggestions pertained to possible continuation of the course at a future date.

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25X1A5A1 D. The two segments of the course receiving unfavorable comment were [] lecture on "Dangerous Ways of Thinking" mentioned in seven critiques, and the "Alex-Felix" exercise, noted in five. The shortcomings of the former were acknowledged and apologized for by [] in his critique on the final day. The latter was faulted by three students for falling short of its intended purpose as a communication exercise; on the other hand, two students considered it an excellent phase of the instruction. 25X1A5A1

E. Among the critiques were a number of suggestions for course improvement which have been noted by the Management Training Faculty for future reference. Significant among these were the following:

1. Use a portion of the opening session for self-introduction by each student.
2. Expand the course treatment of decision-making.
3. Add emphasis to examination of alternative lines of action in case studies.
4. Alter and enlarge upon role-playing exercises.
5. Reshuffle study group assignments.
6. Make the same course available to GS-14's.

III. Administration and Support

A. Twenty critiques made highly favorable comment upon administrative handling of the Seminar. Except for several minor suggestions of possible future benefit, there was no specific criticism of physical or administrative arrangements.

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